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ABSTRACT

This paper examines the choices that Stow Public Library in Stow, Ohio made to respond to the needs of home schoolers. Home schooling is when parents choose to educate their children at home instead of following the traditional method of educating them at public or private schools. The objective of this research is to create a model of potential services and programs for public libraries to use when creating services and programs for home schoolers, and to evaluate this model by doing a case study of Stow Public Library's home schooling services. Services and programs in the model include: providing a positive and helpful attitude; files with state laws and regulations about home schooling; lists of relevant organizations, of contacts within the local public schools, of people willing to provide tours or act as speakers; handouts specifying services, equipment and book lists available to the home schooler; bibliographies; space for displays done by home schooled children; the librarian attending the meetings of the home schooling organization; the librarian giving presentations on using the computer catalog or databases; author/illustrator studies; story hours; setting up a volunteer aides program; providing access to career materials; and a well-rounded collection. (Contains 24 references.) (DGM)

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THE DEVELOPMENT OF HOME SCHOOLING SERVICES IN THE PUBLIC LIBRARY: A CASE STUDY

A Master's Research Paper submitted to
Kent State University
School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Susan B. Gatten

May, 1994

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Abstract

The number of parents choosing to home school youngsters instead of following traditional methods of educating youths in public or private schools is on the rise. Public librarians must take note of this and decide what actions, if any, are necessary in their own libraries to respond to the needs of home schoolers. This paper examines the on-going choices and decisions of one library, Stow Public Library in Stow, Ohio.

The objective of this research has been to create a model of potential services and programs for home schoolers who use the public library and to evaluate this model using a case study of Stow Public Library's home schooling services. It was hoped that the results of this examination would provide to other public libraries some direction for creating services and programs for the growing number of home schoolers in their respective communities.

The case study method was used to examine Stow Public Library's past history of service to home schoolers, its current support and programs, and the library's plans for the future.

The chief recommendations the researcher makes are to treat home school educators like any other teacher, to offer these parents the same services as other professionals, and to set up a committee composed of library staff and home schoolers whose goal is to determine the wants and needs of all concerned. Specific services might include books on homeschooling, materials explaining the theory of creation, and identifying inspirational books promoting moral values. Volunteer programs for home schooled children to gain experience in the library, a place to display their art work and science fair projects, and a home schoolers' file with materials pertinent to their needs are also appreciated.

Master's Research Paper by

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I. INTRODUCTION

Many different motivational factors in today's society cause parents to choose home schooling over public or private educational institutions. The major reason is the conflict of values derived from religious beliefs, but this is far from the only explanation. A growing number of people teach their children at home to protect them from the "bad influences" of other children. Many feel they can teach their children better on a one-to-one basis than can the schools using "cookie cutter" techniques. Still others opt for the home environment because of a learning disability or a handicap the child might have. Whatever the reason, a growing number of families across the country are electing to avoid the public school experience for at least the first few years of their child's education.

The number of home schooled students is on the rise. Many articles mention the amazing increase in home schooling in the United States during the last few decades. Estimates of the number of home schooled students vary tremendously. In 1991 James and Suzanne Larue stated, "The estimates range from about 250,000 to 1,500,000 children--depending on whether you extrapolate the number from subscriptions to home-schooling magazines or just take somebody's word for it."[1] Another estimate reported in The American School Board Journal gave the figures of 250,000 to 350,000 children home schooled according to a researcher for the

U.S. Department of Education, while home schooling advocates put the number nearer a million.[2]

Articles on this topic have also appeared in popular periodicals. Thomas Toch in U. S. News & World Report speaks of the growing number of families that are home schooling: "10,000 in 1970 to over 300,000 today, an increase that shows no sign of slackening."[3] He also notes home schooling "parents are typically better educated and more affluent than the national average...."[4] Statistics are quoted showing that 50 percent of all home schooled children go on to college. The commentary ends with the observation, "For home schoolers, education is first and foremost a family matter."[5]

The public library is called upon to provide the necessary materials and information this growing section of the population requires. Library personnel must better understand home schooling and the commitment these parents feel toward it in order to effectively help these patrons without personal prejudice. Jo Anna Natale discusses this idea in her article which appeared in the March 1993 issue of Education Digest.[6] Her point was that schools must work with home school educators to give their children the best possible education. Trying to conform this group would only drive them further away from conventional education and from working together for the best education possible. Libraries are in the same position. They must do all they reasonably can to work with home schoolers and not against them.

Background: The Stow Public Library

The Stow Public Library Children's room has for several years recognized the home schoolers as a part of the education community and attempted to meet their needs. Parents educating their children at home have been offered the privileges of a teacher's card since that service was first initiated to public and private school teachers. A teacher's card increases the length of time material can be checked out from the traditional two weeks to a period of six. It also eliminates the fines for late, damaged, or lost books. Another form of assistance supplied at Stow Library is librarian-performed subject searches for teachers or home school educators.

The head librarian in Stow's children's room has tried to create a well-rounded collection. Inspirational novels can easily be found on the shelves because there is a green "I" on their spine. Also found in the collection are titles on how to home school your child. Such volumes as No Regrets by Alexandra Swann, and Mary Pride's series, The Big Books, can be obtained, or the staff will gladly find a title through interlibrary loan. Moreover, each patron is always welcome to make suggestions about materials for future purchases by filling out a request form at the information desk.

Science kits are available for patrons to check out at any time. These include topics such as magnetism, bird watching, light, and creative building. The children also

have ready access to a microscope and a set of prepared slides for use inside Stow Public Library.

The attitude of the Stow employees toward home schoolers is polite and respectful. They are treated as are any other patrons. Though none of the children's room staff are presently involved in home schooling their own children, they nevertheless realize that parents must take responsibility for the form of education their child receives. The library staff members believe it is their role to help these educators access information to meet their needs.

However, the librarians did not feel they were adequately reaching this segment of the population. It was noticed that home schoolers enrolled their children in story hours as preschoolers but once the youngsters reached school age they joined less and less in the events of the children's room. The staff desired to understand the reasons for this and improve their programming to integrate home schoolers into the entire life of the library.

Purpose of the Study

The objective of this research has been to create a model of potential services and programs for home schoolers who use the public library and to evaluate this model using a case study of Stow Public Library's home schooling services. It was hoped that the results of this examination would provide to other public libraries some direction for

creating services and programs for the growing number of home schoolers in their respective communities.

Definition of Terms

1) Home schooler: The entire family--both parents and children--involved in educating children at home instead of using public or private schools.
2) Home schooled student: A child who is educated at home instead of by a public or private school.
3) Home school educator: Someone who provides a child with an education at home in a non-traditional school setting.

Assumptions

A basic assumption in this study has been that the library should respect each patron's views and opinions. It is at the heart of library service to meet user needs without censoring clients by predispositions unfavorable, for example, to romance readers, or to people who favor books on tape and videos, or to home schoolers.

It was also assumed in this research that most libraries have not yet recognized that the home school educator needs library services very similar to those needed by teachers in traditional classrooms. In addition, home schoolers have been assumed to have a greater need of the public libraries for instructional materials and equipment, since they do not have access to regular textbooks or a school library. Finally, it was presumed that no library can fully satisfy the needs of each and every home schooler; some patrons may prefer to rely heavily upon their own

resources. It was with these assumptions that the model was ultimately developed.

Limitations of the Study

The major limitation of this study is that only one library's methods of accommodating home schoolers are examined. It is reasonable to assume that other libraries would face somewhat different problems because of community make-up, budget constraints, and the number of staff members available to run the programs. Another limitation is that all of the Stow Public Library's programs were not in place and running by the end of this study.

II. LITERATURE REVIEW

The literature search revealed few publications dealing with research on home schoolers and public libraries. Especially useful are two unpublished research papers written by Robin L. Schwartz and Katherine M. Wood at Kent State University. Schwartz's paper, "Ohio Home-Schooled Children and Their Use of Public Library Resources," lists the materials and resources currently being used by the home schoolers in Ohio.[7] She also identifies a wish list of this library user group. "Home Schooling and the Public Libraries of Geauga County," by Katherine M. Wood is the result of a survey of Geauga County home schoolers. She reports the number of home schoolers in the county, the use they make of the libraries and their comments about the library service they receive. Wood concludes with recommendations for improved library services to Geauga County home schoolers.[8] Another particularly useful resource was the Public Library Association's publication, Homeschoolers and the Public Library: A resource Guide for Libraries Serving Home Schoolers.[9] This handbook lists a sampling of programs and services libraries are presently conducting across the country along with a section entitled "What Homeschoolers Want From Public Libraries."

Articles were also found in three professional journals. James and Suzanne LaRue, two professional librarians who chose to home school their daughter, talked

about their choice in "Is Anybody Home?: Home Schooling and the Library," an article published in Wilson Library Bulletin.[10] As home schoolers themselves their suggestions for improving library service to this group are quite pertinent. The articles "Learning at Home: Public Library Service to Homeschoolers" by Susan B. Madden[11] and "Home Schoolers: A Forgotten Clientele?" by Jane A. Avner[12] report on the lack of services currently being offered to this segment of library users. They also suggest ideas and materials to help home school educators.

III. METHODOLOGY

The methodology employed in this research is that of the case study. The subject of this case study is the Children's Room of the Stow Public Library, Stow, Ohio. In order to conduct the case study, various data collection techniques were employed including participant observation, dialogues with staff members and children's librarians, an analysis of the library's records, and an analysis of the relevant professional literature. The data collected were synthesized and incorporated into a model of library services to home schoolers.

IV. LIBRARY SERVICES TO HOME SCHOOLERS

The Development of a Model

The model for this study was created by combining library programs and home schooler's wish lists found in the literature along with the wants of the patrons the researcher personally encountered during a practicum and later as an employee at Stow Public Library. Some of the desires expressed by home schoolers were unrealistic, such as removing all the books containing witches or magic from the collection. Others were achievable requests, such as improved understanding and communication between the educator and the library staff.

The attitude of the staff makes the difference between a patron's successful trip to the library and one condemned to fail. If the patron is made to feel the librarian is too busy or the patron's questions are of less importance than the needs of others the experience has been unsuccessful even if the desired book is on the shelf. On the other hand, material may take a week to arrive through interlibrary loan but the same person leaves the building satisfied because a library staff member took the time and made the effort to help fill his or her needs. This researcher has easily made home schoolers happy by suggesting a day without story hours as a better time for planned visits to the children's room because of less noise and activity there at these times.

Creating files and brochures with the state laws, regulations and requirements concerning teaching children outside the usual class room setting is another simple function a library can perform for home schoolers. A collection of alphabetized index cards listing relevant national, state and area organizations has also been found quite useful to these patrons.

Other documents home schoolers find informative are the names, addresses and telephone numbers of contacts within the local public school systems who are willing to answer a home schooler's questions. It is helpful for the library to obtain the local school district's curriculum guides to help explain learning objectives, provide a list of required courses and suggest extra reading materials and resources.

A compilation of area people and places willing to provide small groups with tours or speakers is also appreciated. These may include a geology professor, a medical doctor, a public official, or craftsmen such as wood carvers and quilters. The list of places might consist of small businesses, factories, or an apple farm willing to give tours and demonstrations to children. The library itself could offer to provide tours to show children what goes on behind the scenes at a library. A listing of what types of events the area's city and state parks offer is also helpful.

Handouts containing the services, equipment and book lists regularly available to the home schooler at the

library can also be easily supplied. The services might include providing teacher borrower's cards. These would extend the loan period from two weeks to six with no fines for late, damaged or lost materials. In addition, librarian-conducted topic searches could be made available on any desired topic or at any age level.

A listing of the various bibliographies compiled and available within the library or library system would be very valuable. Topics which could be covered include books on home schooling, how to teach the various academic subjects, or experiments to explore with young children. Libraries could also let it be known that they expect patrons to request special materials for purchase consideration. Along with books it would be quite advantageous to be able to check out computer programs on CDs or floppy disks. A list of Apple software used by home schoolers is given in Cynthia E. Field's Home Room found in the September, 1992 issue of inCider/A+."[13]

The library could also provide space for displays of art work and science projects done by home schooled students. Home schoolers' organizational meetings could be held in the library at the same time as their children's story hour. This would have much practical value keeping the children entertained.

It might be helpful for a librarian to attend the meetings of a home schooling organization, taking book lists and reviews along with forms for library cards. In addition

the library should receive the area home schooling newsletter and run in it a monthly column along with a schedule of upcoming events at the library that might be of interest, such as book sales. Area libraries might participate in a joint venture such as a library booth at a state home schooling conference, at which services to home schoolers could be promoted. Some ideas for displays and programs might be book talks, reference material useful to home schoolers, or story telling.

One idea for programming could be presentations on using the computer catalog or searching other computer databases. These sessions should be offered to the educators as well as the older students. Along with this class another on other types of reference tools including encyclopedias, dictionaries, bibliographies and indexes would be found useful. For the younger students, instruction on the Dewey Decimal system comparable to what other children might receive in a conventional school should be presented.

Another event that might be held for the older student would be an author/illustrator study. The librarian could present bibliographic information on the individual and a sample of his or her work in the form of a lecture-discussion. An author or illustrator visit could cover a number of different age groups. Children of all ages would enjoy listening to favorite artists speak about their craft and the books they have written or are in the process of

creating. Most library sponsored educational speakers, especially during school hours, would probably be appreciated.

Home schooled children between the ages of six and eight would enjoy a story hour offered during regular school hours. Titles appealing to this age group, along with crafts, songs and films, is one of the "Library-Tested Ideas" Susan B. Madden gives in her article, "Learning at Home: Public Library Service to Homeschoolers."[14] She also suggests a book discussion group for older students that continues throughout the year and might grow to include adults.

A service that could benefit both the home schooler and the library would be to set up a volunteer aides program similar to those found in school libraries and media centers. As discussed in the article "Home Schoolers: A Forgotten Clientele?" by Jane A. Avner[15] these school-aged children could relieve some of the burden from the children's staff by helping with story hours, giving puppet shows, and performing in plays. This would be great experience for the youths and would simultaneously help the library.

Access to career materials should be offered. Home schoolers do not have the advantage of guidance offices to keep track of when tests such as the ACT and SAT are offered. Posting "where" and "when" home schoolers can take them would be a big help. Also, information about financial

aid and how to apply to different colleges is an important service for all students. Programs to test career aptitudes are now available on computer disks which the library should consider purchasing.

Very important to any patron is a well-rounded collection. For home schoolers one thing this means is including material discussing the theory of creation as well as the theory of evolution. Novels with inspirational messages and based on moral values are also appreciated. Naturally, the collection should also include books on how to home school a child.

Findings of the Case Study

During the summer of 1993 a committee composed of members from the home schooling community and Stow Public Library personnel convened. It's purpose was to discover what these two groups wanted from each other and how they could help one another.

The Home Schoolers Advisory Committee first met on July 9, 1993. Through a group discussion the gathering created a list of programming and project ideas. At the end of the meeting each member picked her five top choices from the suggestions for future library programming. A date and time for the next meeting were set.

Before the date of the next session Mrs. Betsy Adams, the librarian in charge of the committee, compiled all the votes and ranked them from highest to lowest. She included these in a letter summarizing the activities at the first

meeting and reminding members of the next chosen date to assemble, August 26, 1993. The following table summarizes her compilation.

Table 1: Programming and Project Ideas
(from first Home Schoolers Advisory Committee Meeting)

Votes	Programming
6 votes	Introduction to reference materials and computers
6 votes	Author/Illustrator unit study
5 votes	Drama and puppets (to make and perform)
3 votes	Creative writing literary society (share writing and produce a magazine)
3 votes	Story hour for grades K-3
3 votes	Discussion group - children/librarian
2 votes	Readers challenge (not quantity, but certain works, e.g. Newbery Books)
2 votes	Family Math Night
2 votes	Guest speaker for kids
2 votes	Introduction to new books
1 vote	Research paper (spring)
1 vote	Introduction to literary elements
1 vote	Oral presentations
1 vote	Dress in time period
	PROJECTS
6 votes	Volunteers to work on plays, or storytelling for library story hours
3 votes	Allow use of space for art/science fairs or home school material swap
2 votes	Young authors information
	MENTIONED, BUT RECEIVED NO VOTES
no votes	American literature - folktales (how they relate to cultural heritage)
no votes	Poetry class
no votes	Guest speaker for parents (whole language approach)
no votes	Young authors
no votes	Parent/child book discussions
no votes	Story-stretchers (meet twice: read and do project)
no votes	Parents help write a list of curricula, ie. free field trips.

The committee decided at the second session that the home schoolers would help the library staff create and maintain a vertical file of field trip suggestions, people and places willing to give programs to small groups. Everyone agreed to bring information about two or more of their favorite field trips next time. Also, the group discussed having an "Introduction to Reference Materials and Computers" program in the fall, but this had to be postponed due to the inauguration of a new computer system at Stow Public Library. The program was finally held on February 5, 1994 from 9:30 to 11:30 am. The orientation, conducted by Bruce Jeppesen, Stow Public Library's Systems Manager, was well received. Nine families attended and were so enthusiastic that the program ran over the scheduled time by a half hour.

At a third meeting, held on September 30, 1993, the members brought ideas and information about field trips, support groups, retailers' reduced prices, and other applicable information to be placed in the home schooling vertical files. One of the home schoolers volunteered to organize everything and type it. The home schooler's association also agreed to work on a play to present to the story hour children the next year.

The committee had met only one more time, February 5, 1994, prior to the completion of this paper. At this meeting it was decided that a science fair display would be held in the fall. Also, the performance for the story hour

children was tentatively scheduled for the fall. The date chosen for the next meeting was May 2, 1994, when a date for the science fair will be set and a topic for the play selected.

Table 2 depicts those services and activities previously instituted by Stow Public Library, as well as the programs currently in progress.

The Stow Public Library is clearly going forward with it's efforts to serve the home schooling community. The Home Schoolers Advisory Committee has made some definite advances with the home schoolers' file and the computer orientation program. Some of the other activities are moving slowly, such as the play for the story hour program. This is probably because home schooling is a full time job on its own, and the committee's work has to wait. This researcher feels that the library and the home schoolers will continue to work together to their mutual advantage and ultimately will achieve much.

More could be done for home schoolers at Stow Public Library but several circumstances preclude this at the present time. First, the home schoolers themselves are busy and those services and activities requiring their presence and input are affected by the time they have available to participate. Secondly, the staff of the Stow Public Library does not have unlimited time to devote to home schoolers. The children's department, which is the main link with the home schoolers, has to prepare and present twelve story

Table 2: Stow Public Library's Home Schooler Program

Current Programming:

1) A positive and helpful attitude from library staff who are knowledgeable and adept in locating information, and have an interest in the home schoolers' needs.

2) A good collection of materials:
   a) a well rounded children's collection, including the theory of creation along with the theory of evolution and moral novels,
   b) books on how to start home schooling and continue.

3) Home schooling teachers receive the same privileges as other school teachers:
   a) an extended the loan period,
   b) library staff assistance in gathering material for lesson plans,
   c) no fines.

4) Science equipment to borrow or use in the library.

5) An advisory committee made up of home schoolers and library personnel.

6) Programming on the use of the library:
   a) how to use the computer catalog,
   b) searching other databases available to them,
   c) bibliographic instruction.

7) Request forms for desired titles to all patrons.

In progress:

8) A regularly updated home schoolers file:
   a) people and organizations willing to give programs and tours to small groups; phone number, address and price range if a fee,
   b) more information to be added over time.

9) Super Math Saturday - This will be a program sponsored by the children's room but totally produced and run by home school volunteers for the entire community.

10) A library staff member and home school students will produce a program to present to fellow home schoolers and all children enrolled in story hour.

11) Display science fair projects of home schooler students.

hours a week at the library and a number of story hours outside the building at preschool and day care centers. It also serves the conventional schools by giving presentations to all of the second and sixth graders in the Stow Public Schools and Stow's Catholic schools. Moreover, the subject searches for teachers must be filled, and there are always the individual patrons who need help finding their favorite Pooh story or the life expectancy of the great horned owl.

The Recommended Model of Library Service to Home Schoolers

After examining the literature, participating in dialogues with staff and home schoolers, and analysing the progress and results of the efforts made in particular by Stow Public Library to serve its home schooling community, the following recommended model of library service to home schoolers was devised.

Table 3: The Recommended Model

1) Provide a positive and helpful attitude from library staff who are knowledgeable and adept in locating information, and have an interest in home schooler's needs.

2) Set up a joint committee made up of home schoolers and library personnel to examine issues related to library services to home schoolers.

3) Home schooling teachers should receive the same privileges as other school teachers:
   a) extend loan period,
   b) give library staff assistance in gathering material for lesson plans,
   c) do not charge fines.

4) Create a regularly-updated home schoolers' file containing:
   a) state laws concerning home schooling,
   b) a list of state and local home schooling organizations containing both addresses and phone numbers,
   c) names of people to contact at the local schools along with the name and address of the state superintendent,
   d) names, addresses, and phone numbers of home schooling publishers and distributors,
   e) phone number, address and price range of people and organizations willing to give programs and tours to small groups,
   f) people and organizations willing to give programs and tours to small groups; phone number, address and price range if a fee.

5) Establish a good collection of materials:
   a) a well-rounded children's collection including the theory of creation along with the theory of evolution,
   b) books on how to start and continue home schooling,
   c) inspirational books based on moral values.

6) Offer programs on the use of the library:
   a) how to use the public computer or card catalog,
   b) searching other databases available to patrons,
   c) basic bibliographic instruction.

7) Provide computer programs (CDs and floppies) for the patron to use in the library.

8) Supply a place to show art work, regularly or once a year.

Table 3, Continued

9) Set up a volunteer program for home schoolers to:
   a) help with story hours, perform puppet shows or plays, or read to the younger children,
   b) function as library aides as children do in school libraries,
   c) help keep home schooling vertical files up-to-date.

10) Give access to career materials:
   a) a computer program that tests students to determine what career path they might follow,
   b) dates of when to apply for ACT and SAT tests,
   c) names to contact for college information and financial aid.

11) Display science fair projects of home schooler students.

12) Provide science equipment to borrow or use in the library.

13) Submit articles to home schooling organizations' newsletters of lists containing upcoming library programs of interest to home schoolers.

14) Create Information packet stating services provided to home schoolers, along with library hours, ongoing programs, and forms for requisition additions to the library's collection.

15) Become involved at a state level by jointly hosting a library booth with area libraries at state conferences to promote:
   a) reference material useful to home schoolers,
   b) book talks,
   c) story-telling.

V. EVALUATION OF THE MODEL

After studying the literature and observing Stow's home schooling program, this researcher would include most of the services originally stated in Stow's program (see Table 2, p.18). A positive staff attitude, a well-rounded collection, and offering home school educators the same services as teachers are the most important to all patrons, including home schoolers. The next step seems to be setting up a committee of home schoolers to discuss library services and programming so the library knows what the home schoolers in that area would like the library to do for them as well as what they feel they could do for the library.

Programs on how to use the public catalog and take advantage of other reference tools should be offered to all patrons, including home schoolers. Older children can be added to story hours easily. Discussion groups and author/illustrator studies for older children can be held depending upon the amount of time the children's staff has for added programming. The library can also offer space for displaying art and science projects without incurring any costs.

Since programs such as author or illustrator guest speakers can be expensive, before offering these or other speakers, it is advisable to see what type of programming the area schools provide and how home schoolers can get such information and become involved.

Another expensive proposition is the purchase of educational computer disks and software for patrons to borrow. While in time this may become more cost-effective as prices come down, for the present it may be better to purchase these for use within the library.

A home schooling vertical file can be set up to include a significant amount of useful information. Yet any list of home schoolers in the area should be kept confidential because of the possibility of harassment by others who disapprove. A home schooling committee might be willing to help set this up and look after the up-keep on a volunteer basis. Home schoolers may also be willing to volunteer to help with story hours. Perhaps, after successful library service and programs to home schoolers have been in effect and going well for some time, one might think about outreach such as a booth at a state home schooler's convention. Before this, it is advisable to show interest in the home schooling groups in the local area by attending a meeting of the area home schoolers with library card applications and brochures on what services are offered plus the programs currently scheduled in the library. Additionally, a column in the local home school newsletter is a good idea. This could spotlight specific programs coming up, a reference tool, or a list of new books along with a calendar of the month's events.

The Stow Public Library does offer most of the suggested services from the recommended model. Some

services, such as a well-rounded collection and teacher cards, have been offered to home schoolers for a number of years. These, along with a positive staff attitude and the newly-added home schooling committee, help to show the concern this library has for its patrons.

A few items in the model were missing at Stow Public Library. These could be included at Stow without too many changes in current practices or much more expense. Home schoolers at first through third grade level could be added to the kindergarten story hour already offered without revamping it too much. A computer disk dealing with career aptitude could be one of the next software purchases.

Other potential services not being offered at this time at Stow are due to budget and time constraints on the library. For example, author and illustrator speeches are currently being offered through the school systems. Home schoolers are able to attend these but feel the people in charge make it overly difficult to attend. Stow Library staff members, however, believe the author/illustrator programs are too expensive to offer at the library, especially since they are already available to home schoolers who work with school administrators.

VI. CONCLUSION

Home schooling is a growing choice of education for parents today. Because of its very nature, the public library must be ready to provide the information and services this section of the population needs. The only way to do this is to become involved with these educators and ask what assistance we can provide. From there it is the children's librarian's responsibility to decide what attitudes must change, the services that can be met and what is over all cost-appropriate. It is hoped that the model recommended in this study may provide a practical starting point.

The home schoolers' use of public libraries provides other areas for possible research. It would be interesting to look at the different programs offered by Ohio libraries to home school educators as well as to examine the services this group has, in turn, contributed to it's local libraries. Moreover, a survey of the youths using the library might be very enlightening. A comparison of the differences between home schooled children and their traditionally schooled contemporaries as regards their attitudes toward the library and its staff, along with the students' understanding of how to use a library would be useful in evaluating effective library services.

VII. NOTES

[1]James and Suzanne La Rue, "Is Anybody Home?: Home Schooling and the Library," Wilson Library Bulletin 66 (September, 1991): 34.

[2]Jo Anna Natale, "Understanding Home Schooling," The American School Board Journal 178 (March, 1992): 27.

[3]Thomas Toch, "Home Schooling: Schooling in Family Values," U.S. News & World Report 111 (December 9, 1991) 73.

[4]Ibid., 74.

[5]Ibid.

[6]Jo Anna Natale, "Understanding Home Schooling," The American School Board Journal (September 1992) 29.

[7]Robin L. Schwartz, "Ohio Home-Schooled Children and Their Use of Public Library Resources" (M.L.S. research paper, Kent State University, 1991), 23.

[8]Katherine M. Wood, "Home Schooling and the Public Libraries of Geauga County" (M.L.S. research paper, Kent State University, 1992), 1, 15-35.

[9]Home schoolers and the Public Library: A Resource Guide for Libraries Serving Homeschoolers. Prepared by The Parent Education Services Committee, Adult Lifetime Learning Section, Public Library Association. Chicago: Public Library Association, 1993.

[10]LaRue, 33-37.

[11]Susan B. Madden, "Learning at Home--Public Library Services To Homeschoolers," School Library Journal 37 (July 1991): 23-25.

[12]Jane A. Avner, "Home Schoolers: A Forgotten Clientele?," School Library Journal 35 (July 1989): 29-33.

[13]Cynthia E. Fields, "Home Room," inCider/A+ (September 1992): 33-35.

[14]Madden, 25.

[15]Avner, 33.

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